**Lesson Plan Format (Gathering Information)**

**Teacher Candidate \_\_Melissa Neu\_\_\_ Grade Level\_\_5th\_\_\_\_ Date of lesson\_\_\_11/27/11\_\_\_\_**

**(Duration of 2 days)**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**DODEAS.S. STANDARDS 5SS4.c:** Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.

**DODEA ELA Standards 5E2b.7:** Write or deliver research reports developed using a systematic research process (*define the topic, gather information, determine credibility, report*

*findings*), and that:

a. use information from a variety of sources and document those

sources, and

b. demonstrate that gathered information has been summarized and

organize information by categorizing and sequencing.

**NETS Standards 3.** **Research and Information Fluency** -Students apply digital tools to gather, evaluate, and use information. Students:

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| --- | --- |
| a. | plan strategies to guide inquiry. |
| b. | locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| c. | evaluate and select information sources and digital tools based on the appropriateness to specific tasks |

As a result of this lesson, students will know how to construct a graphic organizer (cluster web) as well as be able to arrange their information in an organized manner about their findings of the patterns/significance of religious influences on the earliest colonies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**Graphic organizers-**Students are familiar with what graphic organizers are, but they will need to be given a mini lesson on how to make a gathering web, for this type of graphic organizer is new to them.

**Paraphrasing the Main Idea-**Students already know how to read content and identify the main idea of the text. Having this skill is essential when developing graphic organizers.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

As a result of this lesson, Students should understand that taking their researched information and organizing it into a graphic organizer (cluster web) essentially keeps information organized and promotes understanding and clarification in their research process.

Also, by constructing their own cluster web, students should have identified and described the patterns and significance of religious influences of the earliest colonies.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

By the end of day 2, students should be finished with their cluster webs and had them viewed by me (Informal Assessment-checked for completion). If students/groups need to revise or need extra help, I will reserve a table where I will be able to help them.

Individual student journals will also be turned in as an informal assessment.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computers (10)

Paper

Writing utensils

Printer

Whiteboard

Journals

Cluster Web Format Worksheet (16)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Indirect Instruction-** There is a high level of student involvement in observing, investigating, drawing inferences from data and research. The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person.

I chose the indirect instruction approach because I wanted students to explore and find patterns on their own with little teacher involvement. By the time students finished their webs, they should have understood the importance of organizing their information.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**I will start the lesson by providing the ‘hook’ for my graphic organizer mini lesson. I will have the cluster web example projected onto the whiteboard utilizing the smart board. I will allow students a few minutes to analyze the cluster web.**

**I will then:**

1. Ask Probing questions like:
   1. What is organization?
   2. How do we keep ourselves organized?
2. Write student suggestions on the board. Scaffold students when needed.
3. Discuss with the class that they will be making their own cluster web graphic organizer for their unit.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Give students the official definition of what a graphic organizer is, and discuss where they may already be using them (writing a story, retelling a story, etc).
2. Pass out the cluster web format worksheets to students.
3. While looking over the worksheet, discuss with the class the important points in creating graphic organizers (main topic, sub topic, supporting details, etc.). Draw them out on the board, forming a web layout. Also refer back to the model.
4. Explain to students that their cluster webs should:

* form an overall “big picture” of the concept and ideas (should be somewhat elaborate, but not overwhelming)
* be neat and organized
* correctly labeled
* Include information that is suitable for the topic.

1. Start a web together as a class (Refer back to the **W** chart form the K**W**L from the day before) and identify the main topic, 1-2 subtopic, and a few supporting details (from student findings) to get students started with their webs.
2. After the class has started on their webs, they will work together (in their groups) to finish their group’s graphic organizer. Students are reminded that they are to fill in the subtopics of the web and show to the teacher before filling in the supporting details.

(Remember that each group has a different colony, but overall (aside from the supporting details), all the webs should look similar). Also at this time, students should be referring back to their researched information to gather information (supporting details) that may be useful to their webs.

1. For reference, students can look back to the model web or the format worksheet. I will also be walking around each group to make sure they are on the right track.
2. By the end of day 2, students should be completed with their graphic organizers and should entail most or all of the important information they researched.

Students should still be writing in their journals everyday and turning them into the journal baskets.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

I will close the mini-lesson discussing with the class why graphic organizers are important. Students should give responses that relate to something along the line of information organization, clarity, etc. I will also allow students to talk about their experience with making graphic organizers. Lastly, I will close with explaining that their graphic organizers will help them out a great deal when we move on to the culminating activity (that will start the next day).

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Will | 1. ADHD 2. IEP | Will can take the role of the ‘artist’ in the group and be the one to construct the map with the help of his group members. Doing so will hopefully keep him on task. |
| Jazz | 1. ESL 2. Jazz has recently moved to the United States from Germany. The dominant language in his household is German. | When making cluster maps, Jazz can participate by providing drawings and visuals for the concept map, thus helping him demonstrate what he has learned. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?